Announcement (Updated 10-03-2014)

2014 CLTA Professional Development Workshops
to be offered to current CLTA members at 2014 ACTFL/CLTA annual conference
Time: Friday Nov 21 6:30-8:30 pm
Workshop fees: Free!
Applicant eligibility: Current CLTA members only
Deadline for the online registration: Nov. 10, 2014 (at http://clta-us.org/)

Workshop 1
Empirical-based Instructional Strategies and Best Practices in CFL Classrooms
Room: Travis A-B
Presenter: Hong Gang Jin, Hamilton College

Description
Through presentations, demonstrations, hands-on activities, and group discussions, participants will gain knowledge and skills in: 1. Importance of empirical-based instructional strategies and their roles in CFL development; 2. Step by step pedagogical procedures and classroom practices on three empirical-based strategies: elaborated input, chunk learning, and corrective feedback; and 3. Practical tips on how to incorporate the three strategies in different types of classroom activities.
[More information below]

Maximal number of participants: 40
Applicable Levels*:* All
Language of Presentation: Chinese

Workshop 2
Teaching Chinese with Technology (co-sponsored by TCLT)
Room**:** Travis C-D
Presenters: Tianwei Xie, California State University Long Beach
Jun Da, Middle Tennessee State University
Phyllis Zhang, The George Washington University

Description
Three sub-sessions are offered to empower Chinese language teachers with skills for technology-enhanced teaching. Participants will learn to use mobile speech technology to enhance speaking skills and web tools for preparing learning activities or assessment projects using digital audio and video tools. Presentations include demonstrations of various currently available mobile/web apps and free tools, and examples of learning activities as well as pedagogical benefits and limitations.
[More information below]

Maximal number of participants: 40
Applicable Levels*:* All
Language of Presentation: Chinese

Main contact: Phyllis Zhang (zhang@gwu.edu)
Chair, CLTA Professional Development Committee

Workshop 1 **Empirical-based Instructional Strategies and Best Practices in CFL Classrooms**

Presenter: Hong Gang Jin, Hamilton College

This workshop is designed to empower CFL instructors with theoretical background and practical procedures to effectively make use of three empirical-based instructional strategies in CFL classrooms. These strategies are, namely, elaborated input, chunk learning, and corrective feedback, specifically targeting CFL input, interaction, and feedback.

Through presentations, demonstrations, hands-on activities, and group discussions, participants will gain knowledge and skills in areas of: 1. Importance of empirical-based instructional strategies and their roles in CFL development; 2. Step by step pedagogical procedures and classroom practices on three empirical-based strategies: elaborated input, chunk learning, and corrective feedback; and 3. Practical tips on how to incorporate the three strategies in different types of classroom activities.

The workshop will proceed with the following three processes: 1. Participants will receive a brief introduction of each strategy in terms of its empirical findings, pedagogical implications, and roles in second language development; 2. Participants will be given detailed presentations and demonstrations on each strategy in terms of instructional techniques and pedagogical procedures at different levels. This will be followed by a hands-on session in three groups to try out the three target strategies; and 3. Using a few sample lessons, the participants will engage in group activities in designing and implementing their own classroom activities with three strategies.

Objectives:

At the end of the workshop, participants will be able to:

- Understand the importance of empirical-based instructional strategies and their roles in CFL development
- Become familiar with three empirical-based second language instructional strategies and best classroom practices: elaborated input, chunk learning, and corrective feedback.
- Implement best practices in one's CFL classroom, including how to use a set of negotiation-of-meaning techniques to effectively provide elaborated input and meaningful interaction, how to use formulaic language and chunking strategies to encourage effective communication, and how to use corrective feedbacks to direct learner's attention to "gaps" and "holes" during communication.

Workshop 2 **Teaching Chinese with Technology**

(Co-sponsored by TCLT)

Session I: Can WeChat be used for Learning Chinese?

Presenter: Tianwei Xie, California State University Long Beach

WeChat is the most popular social network tool in China. The number of users exceed 400 million now. The new tool attracts Chinese teachers as well and they try to explore if WeChat can benefit language teachings.

Objectives:

At the end of the session, participants are expected to demonstrate the following:

1) Know about the "crazy" WeChat and recent research
2) Know the fundamentals of WeChat
3) Discuss the application of WeChat
4) Discuss the strengths, weaknesses and some suggestions

Session II: Using mobile speech technology to enhance CFL learners' speaking skills

Presenter: Jun Da, Middle Tennessee State University

The recent advancement in speech technology on mobile devices and Google Chrome has opened up new ways for Chinese language teachers to develop speech-enabled learning and assessment tasks to enhance learners' speaking skills.

Objectives:

At the end of the session, participants are expected to demonstrate the following:

1) Know Chinese speech technologies and apps currently available on both the Android and iOS platforms and Google Chrome;
2) Know basic steps of incorporating voice input and speech recognition in designing activities such as oral dictation and fill-in-blanks, etc. using, for example, iFlytek Voice Input and WeChat on the Android platform;
3) Discuss the pedagogical benefits and limitations of using current speech technologies in the teaching and learning of Chinese speaking skills.

Session III: Using Digital Audio and Video Tools for Language Teaching and Assessment

Presenter: Phyllis Zhang, The George Washington University

Thinking of enhancing your teaching or assessment using audio-visual tools? This session introduces ways to integrate digital audio and video into your learning activities and performance assessment plans. It demonstrates how free tools such as *Conversations* and *Jing* can help generate a variety of goal-driven tasks that promote the language learning and facilitate the assessment processes.

Objectives:

At the end of the session, participants are expected to demonstrate the following:

1) Know the main functionalities, benefits, and limitations of each audio or video tool covered
2) Know the steps of using these web tools
3) Generate ideas for listening, speaking, or writing activities using the tools introduced.
4) Discuss how these tech-enhanced activities can be best utilized for language learning and assessment in comparison with traditional approaches.